

**FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF  
FUTURE TEACHERS OF RUSSIAN AND FOREIGN LANGUAGES**

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**Annotation:** The formation of intercultural communicative competence of future teachers of Russian and foreign languages is firmly connected with the holistic development of his personality in the conditions of learning cultures, linguistic and cultural interaction, which determines the use of a personality-oriented approach.

**Key words:** communication, competence, approach, intercultural communication, intercultural communication, person-centered approach, interactive technology.

**Аннотация:** Формирование межкультурной коммуникативной компетентности будущих учителей русского и иностранного языков прочно связано с целостным становлением его личности в условиях познания культур, языкового и культурного взаимодействия, что обуславливает использование личностно-ориентированного подхода.

**Ключевые слова:** коммуникация, компетентность, подход, межкультурное общение, межкультурная коммуникация, личностно-ориентированный подход, интерактивная технология.

**Introduction.** The process of developing the intercultural communicative competence of future teachers of Russian and foreign languages within the competence-based approach is based on the development of personality, the formation of intercultural communicative competence, the ability to independently make decisions and navigate multicultural diversity during intercultural communication within the framework of professional activity, the use of educational interactive technologies for the development of all components of the student's intercultural communicative competence at all stages of their education at the university; intercultural and communicative focus of training.

The development of intercultural communicative competence in future Russian and foreign language teachers is closely linked to the holistic development of their personalities through cultural exploration, linguistic, and cultural interaction, which necessitates the use of a student-centered approach. The theoretical and methodological foundations of this approach have been developed by E. V. Bondarevskaya, V. V. Serikov, O. F. Turyanskaya, A. V. Khutorskoy, I. S. Yakimanskaya, and other researchers.

A student-centered approach is based on the recognition of each student's individuality, uniqueness, and value, as well as the development of their personal identity through their own experiences [73, p. 175]. The goal of student-centered education is the development of the student's personality, or the development of the ability to be an individual who makes independent decisions, is responsible for their actions and words, demonstrates initiative, possesses creative thinking, and is guided by sound life principles. Student-centered education is based on specific pedagogical situations in which the student expresses themselves as an individual. However, student-centered situations must be created by a professional teacher possessing rich personal and life experience, psychological preparedness, and the ability to establish meaningful interactions.

The difference between personally -oriented education and traditional education lies in the fundamental difference in the content of education for the various subjects of its acquisition, in the orientation of education towards the development of students' own views, in the priority of

universal human values over all “ideologies”: creativity over schematism, dialogue over monologue, individuality over monotony.

A student-centered approach helps engage students in the substantive, action-oriented, and rewarding aspects of the profession, and fosters an interest in professional creativity. In pedagogy, a future teacher's creative potential is viewed as a component of their competence, demonstrating creative skills and abilities in the teaching process.

A teacher's ability to distinguish their professional self from the surrounding pedagogical reality and reflect on their actions, thoughts, and words is considered an important prerequisite for creative activity. In the context of a student-centered approach to developing creative potential in students—future teachers—a correlation is observed between different types of creativity and professionalism. This correlation leads to concepts such as creative experience as the result of creative self-realization, intellectual and emotional maturity, and creative individuality.

We consider a student-centered approach important for our research, as it enables us to review (analyze), diagnose, and develop the intercultural communicative competence of future Russian and foreign language teachers as a complex, multifaceted phenomenon. Developing this competence through a student-centered approach, in our opinion, contributes to:

- 1) development of linguistic personality based on the formation of personal qualities, motives for learning a foreign language and knowledge of the culture of the target language;
- 2) development and use of personality-oriented learning technologies in their professional activities;
- 3) organizations of intercultural learning based on subject-subject relations;
- 4) revealing creative abilities in the implementation of pedagogical language activities.

No less important for the formation of intercultural communicative competence is the intercultural approach, which is considered an important methodological support for modern foreign language education, where the main goal of teaching a foreign language is the formation of a secondary linguistic personality.

**Literature review.** Along with the competency-based and personality-oriented approaches, the intercultural approach is part of the structure of the anthropocentric paradigm, which is based on: an appeal to the personality of the learner; the concepts of “competence”, “competence”, which characterize the ability of the individual to social interaction at the interpersonal and intercultural levels,

Today, there is a sufficient number of scientific works devoted to the implementation of an intercultural approach in education (works by A. L. Berdichevsky [30], N. D. Galskova, G. V. Elizarova, S. S. Kuklina and I. S. Cheremisinova, A. P. Sadokhin and others), which define the importance of this approach in solving issues of professional training of teachers.

Thanks to the intercultural approach, the central place in teaching a foreign language is given not to the language as a means of communication, but to culture as the object of studying a foreign language, a significant part of the content of education.

We find the opinion of S. S. Kuklina and I. S. Cheremisinova interesting, that within the framework of the intercultural approach, the goal of education equally becomes the mastery of a foreign language and culture, as well as the native culture. In the context of the approach under consideration, the scientist E. I. Tsymbalyuk considers it possible to develop intercultural competence in students, based on the awareness of cultural differences, their analysis, interpretation with subsequent comparison,

The intercultural approach is associated with the development of intercultural communication skills in future teachers of Russian and foreign languages , as well as the ability

to effectively participate in intercultural communication, recognizing their “ethnocultural and civic identity” [62].

When learning a foreign language using an intercultural approach, students must consistently perform the following cognitive actions: familiarization with the cultural facts of the target language; understanding the unique features of one's own culture through comparison with a foreign culture; re-evaluation of the facts of one's native culture; understanding the facts of another culture based on a re-evaluation of the facts of one's own culture; re-evaluation of the facts of another culture; and viewing one's own culture from the perspective of a representative of another culture. According to L. A. Silkovich, this sequence increases motivation to master a foreign language "as a means of intercultural communication" and fosters empathy and civic consciousness.

Consequently, within the framework of the formation of intercultural communicative competence of future teachers of Russian and foreign languages, thanks to the intercultural approach, the development of a secondary linguistic personality occurs, capable of intercultural communication through analysis, comparison, interpretation and consideration of the differences between foreign and one's own culture based on empathy, tolerance, and citizenship for the implementation of professional (pedagogical) activities.

It's worth noting that in Europe, due to the primary goal of foreign language teaching—mastery of the language as a means of communication—the communicative approach has become traditional since the middle of the last century. In the Republic of Uzbekistan, this approach to foreign language teaching is enshrined in state standards and educational programs for foreign languages.

This approach aims to teach foreign languages and cultures by creating conditions for natural foreign-language communication. Students apply their acquired knowledge and skills in specific ways during face-to-face interactions. Notably, 80% of the total time in foreign language classes is devoted to developing conversational skills. Thus, through the communicative approach, future Russian and foreign language teachers develop dialogue skills in a created communicative environment, taking into account national cultural specifics.

**Conclusion.** It's worth noting that the communicative approach is based on the development of four types of speech activity: reading, listening, writing, and speaking. Thus, students' horizons in foreign language classes are expanded through the study of authentic materials (magazines, newspapers, visual sources, etc.). During this process, students progress through the following stages: motivation, exploration, and activation. Before students can express themselves in a foreign language, overcoming the language barrier, they develop a desire to participate in the communicative process and master new intercultural communication skills. Accordingly, during the exploration stage, students develop the foundation upon which they will build their statements.

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